Achieving Professional Growth Using the Student Growth Process

A new year, among many other things, offers opportunities to work smarter, not harder; to select strategies that impact student achievement; and to hone instructional practices. Since these are common goals of effective educators, utilize a process common to all Kentucky educators to reach all three outcomes – the student growth process!

Writing a student growth goal is not the same thing as engaging the student growth process. The student growth process is how educators connect their desired outcomes for their students (the student growth goal) with the planning and execution of instructional practices to make it happen. The student growth process helps educators make logical connections to their content and the students they teach. In *Classroom Assessment for Student Learning: Using it Right – Using it Well*, Stiggins, Arter, Chappuis, and Chappuis share the finding that "…Used with skill, assessment…can actually create –not simply measure – increased achievement" (2006). The *Kentucky Framework for Teaching (KyFfT)* supports this thinking in Component 1F: Designing Student Assessments. The critical attributes for the accomplished rating should be reflected in the student growth process:

- All the learning outcomes have a method for assessment.
- Assessment types match learning expectations.
- Plans indicate modified assessments for some students as needed.
- Assessment criteria are clearly written.
- Plans include formative assessments to use during instruction.
- Lesson plans indicate possible adjustments based on formative assessment data.

Once the instruction and assessment design is complete and aligned to standards, the next phase is to put it into action (Component 3D: Using Assessment in Instruction). It is through skillful implementation of a well-designed instruction and assessment plan that educators engage in the student growth process: writing a student growth goal; establishing a baseline measurement; engaging in the use of formative assessment to create increased achievement during the year; finally, using summative assessments to measure the achievement of students.

Complex ideas are easier to understand and apply with examples to follow. To learn more, consider studying through one scenario from *Goal Setting for Student Growth: A Collection of Content Area Scenarios* with your professional learning community. Discuss the following questions together:

1. How did the teacher in the scenario identify key enduring skills? How will you identify enduring skills?
2. How did the teacher in the scenario gather student data prior to determining a student growth goal? How will you apply this process?
3. How do the sources of evidence in the scenario allow high- and low-achieving students to adequately demonstrate their knowledge? In what ways are the evidences appropriate

measures for the skills? What are appropriate sources of evidence for your content/grade/students?

4. Identify each component of the SMART criteria found in the student growth goal scenarios. What will the student growth goal-setting process look like for your content? What effective practices from the scenario relate to your instructional improvement goals?
5. How might your team review the results of student assessments together? What protocol could we use to analyze these results? (Association for Supervision and Curriculum Development (ASCD) analysis protocols) What benefits result when teachers collaborate to identify and respond to student learning needs and address student growth together?

Visit the KDE website for more information on the student growth process.